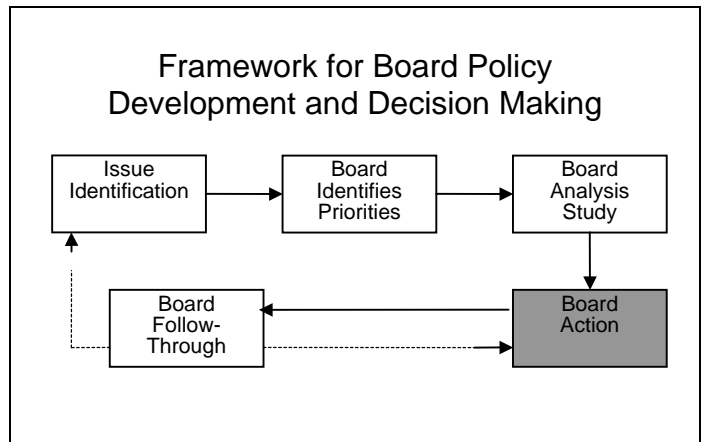


Iowa State Board of Education

Executive Summary

May 10, 2007



Agenda Item: Chapter 79, Standards for Practitioner and Administrator Preparation Programs

Iowa Goal: (2) All K-12 students will achieve at high levels, prepared for success beyond high school.

Equity Impact Statement: All practitioner and administrator preparation programs are governed by this uniform set of rules. Graduates of those programs will benefit from the monitoring added herein.

Presenter: Arlie Willems, Administrative Consultant

Attachments: 1

Recommendation: It is recommended that the State Board give public notice of its intent to amend this chapter.

Background: This chapter of rules was first implemented in 2001, and has not been substantively amended since then. The nature of PK-12 schools continues to evolve, and practitioner preparation programs must keep pace accordingly, and anticipate changes when possible. The agency is striving also to hold such programs accountable for the quality of their candidates, for the sake of PK-12 students and the candidates themselves.

Dr. Arlie Willems led a group of representatives from 12 (of 32 total) preparation programs in a review of the chapter. All programs were given the opportunity to review conceptual changes in conjunction with the spring (2007) meeting of the Iowa Association of Colleges for Teacher Education.

EDUCATION DEPARTMENT [281]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby proposes to amend Chapter 79, "Standards for Practitioner and Administrator Preparation Programs," Iowa Administrative Code.

This chapter of rules was first implemented in 2001, and has not been substantively amended since then. The nature of PK-12 schools continues to evolve, and practitioner preparation programs must keep pace accordingly, and anticipate changes when possible. The agency is striving also to hold such programs accountable for the quality of their candidates, for the sake of PK-12 students and the candidates themselves.

Dr. Arlie Willems led a group of representatives from 12 (of 32 total) preparation programs in a review of the chapter. All programs were given the opportunity to review conceptual changes in conjunction with the spring (2007) meeting of the Iowa Association of Colleges for Teacher Education.

An agency-wide waiver provision is provided in 281—chapter 4.

Interested individuals may make written comments on the proposed amendments on or before June 26, 2007, at 4:30 p.m. Comments on the proposed amendments should be directed to Arlie Willems, Administrative Consultant, Iowa Department of Education, Third Floor, Grimes State Office Building, Des Moines, Iowa 50319-0146; telephone (515)281-3427; E-mail arlie.willems@iowa.gov; or fax (515)281-7700.

A public hearing will be held on June 26, 2007, from 11:00 a.m. to 12:00 p.m. in the State Board Room, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa, at which time persons may present their views either orally or in writing. Any persons who intend to attend the public hearing and have special requirements such as those related to hearing or mobility impairments should contact and advise the Department of Education of their specific needs by calling (515)281-5295.

These amendments are intended to implement Iowa Code sections 256.7(3), 256.16, and 272.25.

The following amendments are proposed.

ITEM 1. Amend **281—Chapter 79** by adding the following new division title to precede rule 79.1(256):

DIVISION I
GENERAL STANDARDS APPLICABLE TO
ALL PRACTITIONER PREPARATION PROGRAMS

ITEM 2. Amend the definitions of “cooperating teachers,” “institution,” “novice,” “Practitioner preparation programs,” and “unit” in rule **281—79.2(256)** and add new definition of “clinical” as follows:

“*Clinical*” is the umbrella term for direct experiences of the candidates in P-12 schools. Field experiences refer to any clinical experiences prior to student teaching or an internship. Internships are clinical experiences for preparation programs other than teacher preparation. Student teaching is the full-time clinical experience that services as the culmination of the teacher preparation program.

“*Cooperating teachers*” means appropriately licensed classroom teachers of record who provide guidance and supervision to teacher candidates in the cooperating teachers’ classrooms during the candidates’ field experiences in the schools.

“*Institution*” means a college or university in Iowa offering practitioner, ~~or including~~ administrator, preparation or an organization offering administrator preparation and seeking state board approval of its practitioner ~~or administrator~~ preparation program(s).

“*Novice*” means an individual in an educational position who has no previous experience in the role of that position or who is newly licensed by the board of educational examiners.

“*Practitioner preparation programs*” means the programs of practitioner preparation leading to licensure of teachers, administrators, and other professional school personnel.

“*Unit*” means the organizational entity within an institution with the responsibility of administering the practitioner ~~or administrator~~ preparation program, ~~or both~~ program(s).

ITEM 3. Amend rule **281—79.3(256)** as follows:

281—79.3(256) Institutions affected. All Iowa colleges and universities ~~or engaged in the~~ preparation of practitioners, including administrators, as well as other educational organizations engaged in the preparation of practitioners or administrators and seeking state board approval of their programs (hereinafter institutions) shall meet the standards contained in this chapter to gain or maintain state board approval of their programs.

ITEM 4. Amend rule **281—79.4(256)** as follows:

281—79.4(256) Criteria for Iowa practitioner preparation programs. Each institution seeking approval of its programs of practitioner ~~or administrator~~ preparation shall file evidence of the extent to which it meets the standards contained in this chapter by means of a written self-evaluation report and an evaluation conducted by the department. The department shall develop a template which shall be used by programs to demonstrate such evidence. After the state board has approved the practitioner ~~or administrator~~ preparation programs filed by an institution, students who complete the programs and are recommended by the authorized official of that institution will be issued the appropriate license and endorsement(s).

ITEM 5. Amend rule **281—79.5(256)** as follows:

281—79.5(256) Approval of programs. Approval of institutions' practitioner ~~or administrator~~ preparation programs by the state board shall be based on the recommendation of the director after study of the factual and evaluative evidence on record about each program in terms of the standards contained in this chapter.

Approval, if granted, shall be for a term of five years; however, approval for a lesser term may be granted by the state board if it determines conditions so warrant.

If approval is not granted, the applying institution will be advised concerning the areas in which improvement or changes appear to be essential for approval. In this case, the institution shall be given the opportunity to present factual information concerning its programs at ~~the next a~~ regularly scheduled meeting of the state board, not beyond three months of the board's initial decision. ~~The~~ Following a minimum of six months after the board's decision to deny approval, the institution may ~~also~~ reapply ~~at its discretion~~ when it is ready to show what actions have been taken to address the areas of suggested improvement.

Programs may be granted conditional approval upon review of appropriate documentation. In such an instance, the program shall receive a full review after one year or, in the case of a new program, at the point at which candidates demonstrate mastery of standards for licensure.

ITEM 6. Amend rule **281—79.6(256)** as follows:

281—79.6(256) Visiting teams. Upon application or reapplication for approval, a team shall visit each institution for evaluation of its practitioner ~~or administrator~~ preparation program(s). The membership of the team shall be selected by the ~~practitioner preparation and licensure bureau~~ department with the concurrence of the institution being visited. The team may include faculty members of other practitioner ~~or administrator~~ preparation institutions ~~within or outside the state~~; personnel from elementary and secondary schools, to include ~~administrators or classroom~~ licensed practitioners; personnel of the state department of education; and representatives from professional education organizations. Each team member should have appropriate competencies, background, and experiences to enable the member to contribute to the evaluation visit. The expenses for the visiting team shall be borne by the institution.

ITEM 7. Amend rule **281—79.7(256)** as follows:

281—79.7(256) Periodic reports. ~~Institutions placed on the approved~~ Approved programs list ~~may be asked to~~ shall make periodic reports upon request of the department which shall provide basic information necessary to keep records of each practitioner or administrator preparation program up to date and to provide information necessary to carry out research studies relating to practitioner ~~or administrator~~ preparation.

ITEM 8. Rescind rules **281—79.10(256)** to **281—79.15(256)** and adopt the following new divisions:

DIVISION II
SPECIFIC EDUCATION STANDARDS APPLICABLE TO
ALL PRACTITIONER PREPARATION PROGRAMS

281—79.10(256) Governance and Resources Standard: Governance and resources adequately support the preparation of practitioner candidates to meet professional, state and institutional standards.

79.10(1) A clearly understood governance structure provides guidance and support for the practitioner preparation program(s).

79.10(2) The professional education unit has primary responsibility for all programs offered at the institution for the initial and continuing preparation of teachers, administrators and other professional school personnel.

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.

79.10(4) The work climate, policies, and assignments promote intellectual vitality, including best teaching practice, scholarship and service among faculty.

79.10(5) The unit provides evidence of ongoing collaboration with the professional community including evidence that there is an active advisory committee that is, at a minimum, semi-annually solicited for program input to inform the unit.

79.10(6) The unit provides evidence of ongoing collaboration with the arts and sciences departments of the institutions, especially regarding content endorsements.

79.10(7) Procedures for an appeals process for candidates and faculty are clearly communicated and provided to all candidates and faculty.

79.10(8) The unit administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit.

79.10(9) The institution provides the commitment and resources necessary to support a quality clinical program for all practitioner candidates.

79.10(10) Institutional commitment to the unit includes financial resources, facilities, appropriate educational materials, library services, and equipment to ensure the fulfillment of the institution's and unit's missions, delivery of quality programs, and preparation of practitioner candidates.

79.10(11) The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver quality practitioner program(s).

79.10(12) Resources support professional development opportunities for faculty.

79.10(13) Resources support technological and instructional needs to enhance candidate learning.

79.10(14) The use of part-time faculty and graduate students in teaching roles is purposeful and managed to ensure integrity, quality, and continuity of programs.

281—79.11(256) Diversity Standard: The environment and experiences provided practitioner candidates support candidate growth in knowledge, skills, and dispositions to help all students learn.

79.11(1) The institution and unit maintains a climate that supports diversity.

79.11(2) The institution and unit document their efforts in maintaining and increasing a diverse faculty and teacher education candidates in plans, policies, and practices as required by the Higher Learning Commission.

79.11(3) Practitioner candidates demonstrate within an exceptional learner component (teacher candidates only), in other coursework, and in clinical experiences the necessary knowledge, skills, and dispositions toward meeting the learning needs of all students, including students from diverse ethnic, racial, and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school.

79.11(4) Practitioner candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.

281—79.12(256) Faculty Standard: Faculty qualifications and performance facilitate the professional development of practitioner candidates.

79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them, and have had experiences in situations similar to those for which the practitioner preparation students are being prepared.

79.12(2) Faculty members instruct and model best practices in teaching, including the assessment of their own effectiveness as related to candidate performance.

79.12(3) Faculty are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.

79.12(4) Faculty members collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as community representatives.

79.12(5) Part-time faculty and graduate assistants, when employed, are identified as such and meet the licensure and experience requirements appropriate for their assigned responsibilities.

79.12(6) Faculty members preparing practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools, elementary, middle, or secondary schools. A minimum of 60 hours of activities of such activities shall include team teaching during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising pre-service candidates in P-12 classroom settings.

DIVISION III
SPECIFIC EDUCATION STANDARDS APPLICABLE ONLY
TO INITIAL TEACHER PREPARATION PROGRAMS

281—79.13(256) Clinical Practice Standard: The unit and its school partners provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers.

79.13(1) Candidates admitted to a teacher preparation program participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 80 hours' duration, with at least 10 hours occurring prior to acceptance into the program. A maximum of 40 hours of previous experience as a teacher or teaching associate may be credited toward the 80 hours if a program chooses to implement specific criteria for this option.

79.13(2) Clinical practice for teacher and other professional school personnel candidates supports the development of knowledge, dispositions, and skills that are identified in the unit standards.

79.13(3) Programs document clinical expectations at various developmental levels throughout the program. These expectations are shared with candidates, supervisors, and cooperating teachers.

79.13(4) Environments for clinical practice support learning in context, and include all of the following:

- a. Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.
- b. Teacher candidate learning that takes place in the context of providing high quality instructional programs for children in a state-approved school.
- c. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on practice.
- d. The involvement of teacher candidates in assessment, planning and instruction as well as activities directed at the improvement of teaching and learning.

79.13(5) P-12 school and college/university personnel share responsibility for the selection of cooperating teachers who demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.

79.13(6) Cooperating teachers and college/university supervisors share responsibility for supervising the candidate's achievement of unit standards.

79.13(7) The unit is responsible for all of the following:

- a. Defining qualifications for practitioner candidates entering clinical practice.
- b. Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating teacher and candidate.
- c. Responding to specific needs of cooperating schools.
- d. Implementing an evaluation process that assists in selecting quality cooperating teachers.

79.13(8) Teacher candidates develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.

79.13(9) Accountability for student teaching experiences is demonstrated through all of the following:

- a. Involvement of the cooperating teacher in the daily formative evaluation and support of practitioner candidates.
- b. Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of bi-weekly observations and consultations.
- c. Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.
- d. Use of a written evaluation procedure with the completed evaluation form included in practitioner candidates' permanent records.

79.13(10) The student teaching experience for initial licensure meets all of the following:

- a. Is a full-time experience for a minimum of 14 consecutive weeks or a full college/university semester in duration during the student's final year of the practitioner preparation program.
- b. Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.
- c. Consists of interactive experiences that involve the college or university personnel, the student teacher, the cooperating teacher from the cooperating teacher's school district.
- d. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
- e. Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district, and higher education supervising faculty members.
- f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
- g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days);
- h. Involves the student teacher in professional meetings and other school-based activities directed at the improvement of teaching and learning.
- i. Involves the student teacher in communication and interaction with parents or guardians of students in their classrooms.

79.13(11) The institution annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be a day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered via feedback from workshop participants.

79.13(12) The institution enters into a written contract with the cooperating school providing clinical experiences, including field experiences and student teaching.

281—79.14(256) Candidate Knowledge, Skills and Dispositions Standard: Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn.

79.14(1) Prior to admission to the teacher preparation program, each teacher candidate attains the qualifying score determined by the unit on a basic skills test of reading, writing, and mathematics.

79.14(2) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.

79.14(3) Each teacher candidate completes an approved human relations component and thus demonstrates acquisition of knowledge about and skill in interpersonal and inter-group relations

that contributes to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society.

79.14(4) Each teacher candidate in elementary education demonstrates acquisition of knowledge about and receive preparation in elementary reading programs, including but not limited to reading recovery.

79.14(5) Each teacher candidate in secondary education demonstrates acquisition of knowledge about and receive preparation in the integration of reading strategies into secondary content areas.

79.14(6) Each teacher candidate demonstrates acquisition of the knowledge, skills and dispositions designated by the unit standards and aligned with the INTASC Standards embedded in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. Each candidate exhibits competency in all of the following professional core curricula:

- a. Content/subject matter specialization. The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches, and creates learning experiences that make these aspects of the subject matter meaningful for students.
- b. Student learning. The candidate demonstrates an understanding of how students develop and learn, and receives learning opportunities that support intellectual, career, social and personal development.
- c. Diverse learners. The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.
- d. Instructional planning. The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
- e. Instructional strategies. The candidate demonstrates an understanding and use of a variety of instructional strategies to encourage students' development of critical and creative thinking, problem-solving, and performance skills.
- f. Learning environment/classroom management. The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; and maintains effective classroom management.
- g. Communication. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.
- h. Assessment. The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.
- i. Reflective practice and professional development. The candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.
- j. Collaboration, ethics and relationships. The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.
- k. Technology. The candidate effectively integrates technology into instruction to support student learning.
- l. Methods of teaching with an emphasis on the subject and grade level endorsement desired.

79.14(7) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

79.14(8) Candidates seeking an endorsement in elementary education attain the state's designated criterion score on a content knowledge assessment as a condition precedent to successful program completion and recommendation for licensure.

79.14(9) Candidates seeking an endorsement in elementary education demonstrate competency in content coursework directly related to the curricula taught in Iowa elementary schools.

281 – 79.15(256) Assessment System and Unit Evaluation Standard: The unit's assessment system appropriately monitors individual candidate performance and uses that data in concert with other information to evaluate and improve the unit and its programs.

79.15(1) Unit assessment system.

- a. The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.
- b. The unit provides evidence that the assessment system is congruent with the institution's mission and the unit's framework for preparation of effective teachers.
- c. The unit demonstrates an alignment of unit standards with INTASC standards, as well as Iowa Teaching Standards, Iowa preparation core professional standards [79.14(7)], and Iowa Board of Educational Examiners' licensing standards [282—14.123(4)(5)].
- d. The unit clearly documents candidates' attainment of the unit standards.
- e. The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used, and provides scoring rubrics or other criteria used in evaluation instruments.
- f. The unit describes how the assessment system is managed.
- g. The unit documents the quality of programs through the collective presentation of assessment data related to performance of teacher candidates. This shall include:
 - (1) Data collected throughout the program
 - (2) Evidence of evaluative data collected from teachers who work with the unit's candidates.
 - (3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.
- h. The unit explains the process for reviewing and revising the assessment system.
- i. The unit demonstrates how the information gathered via the unit and candidate assessment system is shared with faculty and other stakeholders and used for program improvement.

79.15(2) Performance assessment system for teacher candidates.

- a. The system is an integral part of the unit's planning and evaluation system.
- b. The system has multiple admission criteria and assessments to identify candidates with potential for becoming successful teachers.
- c. The system includes the administration of a basic skills test with program admission denied to any applicants failing to achieve the institution's designated criterion score.
- d. The system has multiple summative decision points. (Minimum: Admission to professional education program, approval for student teaching, and recommendation for licensure.)
- e. The system includes a coherent, sequential assessment system for individual teacher candidates that is shared with faculty with guidance for course and program improvement, as well as assessment criteria (e.g. rubrics) and a process for ongoing feedback to teacher candidates about their achievement of program standards with guidance for reflection and improvement, and is drawn from multiple formative and summative assessments, including, but not limited to, institutional assessment of

content, professional, pedagogical knowledge and their applications, and teaching performance including the effect on student learning.

79.15(3) The unit annually reports to the department such data as is required by the state and federal governments at dates determined by the department.

79.15(4) The department shall periodically conduct a survey of educational agencies employing licensed graduates of approved programs to ensure that the graduates' needs are adequately met by their programs and by the approval process herein.

ITEM 9. Amend **281—Chapter 79** by adding the following new division title to precede rule 281--79.16(256):

DIVISION IV
SPECIFIC EDUCATION STANDARDS APPLICABLE ONLY
TO ADMINISTRATOR PREPARATION PROGRAMS